



# Literacy Standards Training Plan

Use this Training to Go training plan with the PowerPoint to lead a staff training. Customize it to fit you, the time and setting, and the participants. Break it into shorter parts, delete or add sections, change the activities, or expand on topics. All handouts referenced are available on the Y4Y portal. If participants don't know each other, you may want to add a warm-up or icebreaker, or go around with introductions.

TRAINING TO GO Training Plan	
Literacy Standards	
<b>Time:</b> 75 minutes	<b>Materials:</b> <ul style="list-style-type: none"> <li>Copies of handouts for each participant and put in following order:               <ol style="list-style-type: none"> <li>Literacy Anchor Standards</li> <li>Six Key Strategies</li> <li>CCSS Literacy I Can Progression Ladders, p.2 only (Speaking, Listening and Language)</li> <li>Standards to Practice Planning Tool</li> <li>Family Literacy Event Planning Checklist</li> <li>Literacy Everywhere</li> </ol> </li> <li>Chart paper</li> <li>Markers</li> <li>Painter's tape</li> </ul>
<b>Preparation:</b> <ul style="list-style-type: none"> <li>Print copies of handouts for session</li> <li>Arrange space for pair and small group work</li> </ul>	



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Slide Number and Title	Timing	Notes and Talking Points
1. Literacy Standards	1 min	<b>Explain:</b> Regardless of its position on the Common Core, <u>every</u> state has adopted rigorous college and career readiness standards that identify four key areas for developing literacy: reading, writing, speaking and listening, and language. By aligning with and incorporating these standards, 21 <sup>st</sup> CCLC programs can enhance literacy acquisition and reinforce key literacy skills, complementing, deepening and expanding school-day literacy learning. Partnering with our state around literacy standards will bolster student literacy and better prepare our students to fully participate and succeed in an increasingly complex world.
2. Objectives	1 min	<p><b>Explain:</b> In today's world, students need to be able to apply their skills in reading, writing, speaking and listening, and language in a wide variety of ways: utilizing technology, confronting and solving problems collaboratively and cross-culturally, and managing, analyzing and synthesizing multiple streams of simultaneous information. Rigorous college and career readiness standards have been developed and adopted in every state to guide educators in ensuring that students graduate high school with these literacy skills.</p> <p>Today's session will help 21<sup>st</sup> CCLC programs understand why they should support these standards, what this entails, and explore examples of activities appropriate for afterschool and expanded learning time programs that align with and integrate these standards.</p>
3. Why Support Standards?	3 min	<p><b>Ask:</b> Why should 21<sup>st</sup> CCLC programs care about whether programming supports rigorous college and career standards?</p> <p><b>Explain:</b> Proficiency in reading, writing, speaking, listening and language is an essential ingredient to future success. As our society and economy become increasingly information-centered, those who communicate effectively will reap both personal and financial</p>



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		<p>rewards. There are few jobs – and few tasks encountered in our lives – that don’t require the ability to read for understanding and the ability to communicate through written and oral language. Perhaps more importantly, literacy holds the key to active, successful participation in our rapidly changing world.</p> <p>Unfortunately, students are not being adequately prepared for this new reality. Recent research on adolescent literacy (Alliance for Excellent Education FactSheet, Dec 2013) shows that:</p> <ul style="list-style-type: none"> <li>• More than 60 percent of middle and high school students scored below proficient in reading achievement, meaning millions of young people cannot understand or evaluate text, provide relevant details, or support inferences about written documents they have read.</li> <li>• Roughly one-third of high school graduates are not ready to succeed in an introductory level college writing course.</li> <li>• About 40 percent of employers indicated they are dissatisfied with high school graduates’ ability to read and understand complicated materials, think analytically, and solve real world problems</li> <li>• Private industry spends an estimated <u>\$3.1 billion annually</u> to bolster literacy skills of entry-level workers.</li> </ul> <p>By supporting rigorous college and career readiness standards that focus on developing literacy skills, 21<sup>st</sup> CCLC programs can play an important role in turning these statistics around.</p>
4. Aligning to Standards	6 min	<p><b>Explain:</b> Whether your state has adopted the Common Core State Standards or not, all rigorous college and career readiness standards focused on developing literacy agree on the reading, writing, speaking, listening and language skills and understandings all students must demonstrate in order to successfully pursue the college and career path of their choice.</p> <p>Here’s an example of this alignment in the standards:</p> <ul style="list-style-type: none"> <li>• The top standard is a speaking and listening standard from</li> </ul>



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		<p>the College and Career Readiness Anchor Standards, which are the broad literacy standards that define what students need to be able to do by the time they graduate high school and underscore all the standards in the Common Core (read standard)</p> <ul style="list-style-type: none"> <li>• The middle standard is a 4<sup>th</sup> grade speaking and listening standard from New Jersey, a state that has adopted the Common Core (read standard); you can see that the standard aligns to the broader College and Career Readiness Anchor Standard</li> <li>• The bottom standard is a 4<sup>th</sup> grade speaking and listening standard from Nebraska, a state that has not adopted the Common Core (read standard); this standard also aligns to the College and Career Readiness Anchor Standard</li> </ul> <p>This general alignment to the College and Career Readiness Anchor Standards means we can all use the Anchor Standards to guide our students in developing literacy skills and know that we are still supporting the literacy standards our state has adopted</p> <p><b>Distribute <i>Literacy Anchor Standards</i>.</b> Have participants take a minute to review the standards on the back of the handout.</p> <p>Before we delve more deeply into the Literacy Anchor Standards, let's spend some time reflecting on six key strategies for building literacy skills. These strategies will create a framework for integrating the standards into programming.</p>
5. Six Key Strategies	15 min	<p><b>Explain:</b> These six key strategies for building students' literacy skills were outlined in Y4Y's Literacy Expert Webinar in 2014. Let's review the strategies. After that, we will discuss our implementation of these strategies and ways we can improve. (Read strategies and use bullet points below to clarify.)</p> <ul style="list-style-type: none"> <li>• Create an environment that facilitates literacy acquisition - Not just about how many books your program has or whether you have configured your room for group work. It's about the</li> </ul>



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		<p>behaviors of your students around literacy. Do your students practice skills critical to literacy like comprehension and analysis? Do they enjoy literacy activities and make connections to their experiences or interests? Do they use technology for literacy learning? (Participants will have a chance to think about these questions during activity)</p> <ul style="list-style-type: none"> <li>• Expose children to a wide variety of high-interest reading and writing materials – tap interests of students and make sure your program engages students in reading and writing informational and argumentative texts as well as narratives.</li> <li>• Use project based learning (PBL) to facilitate authentic connections between learning and life – model how literacy is used in everyday life; to benefit others, e.g. publish stories to raise awareness of issues; and for entertainment, e.g. creating a movie requires a script, story board, etc.</li> <li>• Incorporate digital technology and other 21<sup>st</sup> Century learning tools – use social media like Facebook, Twitter and blogging to practice writing; find internet resources that engage students in literacy projects, e.g. Flat Stanley journals (<a href="http://www.flatstanley.com">www.flatstanley.com</a>)</li> <li>• Involve families in meaningful learning experiences – put structures in place that will allow students to facilitate written and spoken communication with family members, e.g. newsletters by students, verbal updates on upcoming events at pick-up time; send home collaborative family projects that build literacy skills, e.g. building family tree, family interviews</li> <li>• Empower students through learning and celebrate success – let students know you understand it can be difficult to learn to read and write, acknowledge hard work, encourage perseverance, empower student passions with what they read, scaffold learning so that students receive enough support as they practice their reading, writing and oral language skills</li> </ul> <p><b>Distribute Six Key Strategies.</b></p> <p><b>Activity:</b> In pairs, discuss and jot down their responses to the</p>
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		<p>reflection questions on the handout, and write ideas for improving implementation of the strategies in their program. Encourage participants to make suggestions to their partners if they have experience implementing a specific strategy.</p> <p>Have pairs share out to larger group some of their suggestions for improvement. Make sure to solicit at least one for each strategy.</p>
6. Literacy Anchor Standards	4 min	<p><b>Explain:</b> Now that we have some good suggestions on how to improve our implementation of the six key strategies, let's go back to the <i>Literacy Anchor Standards</i> and get a better understanding of what students need to be able to do.</p> <p>To meet the literacy anchor standards, students must master skills in three areas: reading, writing, and oral language, which encompasses speaking, listening and language. Although we will focus on the standards in each of these areas separately in today's session, remember that almost all literacy activities will utilize skills from all three areas, creating overlaps of literacy standards.</p> <p><b>Distribute</b> <i>CCSS Literacy I Can Progression Ladders</i> (p.2 only, Speaking/Listening and Language)</p> <p>It's important to remember that when we look at a literacy anchor standard, we are looking at an end goal. This handout gives you two examples of how you can take a literacy anchor standard and break it down into "I Can" statements based on the grade level of your students. For example, if we look at the progression ladder for Speaking and Listening, we see that students in K-3 focus on asking and answering questions to seek and demonstrate understanding of a spoken presentation, while older students begin to evaluate the speaker's point of view and reasoning to varying degrees depending on their grade level and ability. Similarly, for the Language progression ladder (other side of handout) we see that students move from using words they learn from listening and reading to taking the initiative to understand the meaning of a word in context. So when we look at a literacy anchor standard, we need to think about where our students are and what literacy skills they need to</p>



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		<p>practice now in order to be capable of meeting that standard by the time they graduate high school.</p> <p>Let's practice utilizing progression ladders in planning a family literacy event for our students around oral language building.</p>
7. Oral Language	20 min	<p><b>Explain:</b> Here's a scenario to help us think about what it would look like integrate what we have covered so far into planning a family literacy event.</p> <p>Scenario: You have assessed your program's implementation of the six key strategies and you find that your program has room for improvement in conducting higher order thinking activities in literacy with students and involving families in literacy learning (key strategies 1 and 5). Your staff have suggested that the program host a family literacy event where students engage with family members in practicing higher order thinking. Since students specifically need help in evaluating a speaker's point of view (standard 3 under speaking/listening) and using a range of academic and domain-specific vocabulary (standard 6), you want the event to feature oral language building activities.</p> <p><b>Distribute</b> <i>Standards to Practice Planning Tool</i> and <i>Family Literacy Event Checklist</i>.</p> <p><b>Activity:</b> Form small groups (3-5 individuals) according to grade level: K-2, 3-5, 6-8, 9-12. Give each group a sheet of chart paper.</p> <p>Have participants review the <i>Standards to Practice Planning Tool</i>. Use the example in handout to show them how to take a standard (leftmost column) and break it down into key questions (middle column) and then use the key questions to brainstorm ways to implement that standard (rightmost column). In this case, participants should use the "I can" statements appropriate for their grade level for the oral language standards in the scenario (in <i>CCSS Literacy I Can Progression Ladders</i>) in determining key questions and brainstorming activities.</p> <p>Have participants use the <i>Family Literacy Event Checklist</i> as they</p>





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		<p>outline their family literacy event on the chart paper.</p> <p>When groups have completed their outlines, post them on the walls. Have groups pair up and share their event outlines with each other.</p> <p>Debrief in large group what participants learned or gained through the activity.</p>
8. Reading	10 min	<p><b>Ask:</b> Looking at your <i>Six Key Strategies</i> handout, what are some suggestions for improving program implementation around reading? Record participants' responses on a sheet of chart paper.</p> <p><b>Explain:</b> When we study the reading standards, we see there are four main skill areas for students to master in reading:</p> <ul style="list-style-type: none"> <li>• Key ideas and details - students must be able to make logical inferences based on what they read, determine central themes, and analyze story interactions</li> <li>• Craft and structure – students must be able to analyze word meanings, tone and text structure and assess how point of view shapes text's content and style</li> <li>• Integration of knowledge and ideas – students must be able to integrate and evaluate content using diverse media, evaluate arguments, and compare and contrast texts</li> <li>• Range of reading and level of text complexity – students must be able to read and comprehend texts on grade level</li> </ul> <p>On the slide we see typical program activities that focus on reading (review bullets):</p> <ul style="list-style-type: none"> <li>• Read Aloud – staff leads group of students in reading a text aloud</li> <li>• Reading Fundraiser – students raise money for a cause getting sponsors to donate money for each book they read at grade level in a specific amount of time</li> <li>• Book Club – students read, discuss, and do activities related to a book of their choice</li> </ul>





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		<ul style="list-style-type: none"> <li>Reader's Theater – students practice and read for performance with the text, using props if desired</li> </ul> <p>It is not always necessary to implement completely new literacy activities in order to integrate literacy anchor standards and implement the six key strategies. Instead, we can tweak literacy activities we are already doing. For example, during a Read Aloud, staff can pause students to ask them to make a prediction or inference based on what they have read so far, thereby building skills around literacy anchor standard #1 and fostering higher order thinking from key strategy #1.</p> <p><b>Activity:</b> Have participants look at the anchor standards in reading and share out to the larger group ways to adapt an activity on the slide to connect to a standard. Record their responses on sheet of chart paper. Post the chart paper next to the chart paper with their suggestions for improving program implementation in reading. Make and discuss matches between their adapted activities to the suggestions listed.</p>
9. Writing	10 min	<p><b>Ask and Discuss:</b> Why might project based learning be a powerful strategy for building writing skills and incorporating technology?</p> <p><b>Explain:</b> Project based learning helps students make authentic connections between literacy learning and real life and can serve as an important venue for incorporating technology into our literacy programming. Let's imagine we ask students to make a short video about an important moment in their life (on slide).</p> <p>Have participants respond to the questions on the slide. Make sure to solicit answers to the first question that connect to the key strategies and writing anchor standards:</p> <ul style="list-style-type: none"> <li>Higher order thinking, e.g. students must determine what qualifies as important and select an experience to focus on based on that criteria</li> <li>Writing skills, e.g. students must write out the sequence for their video and develop a script that expresses their ideas</li> </ul>



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		<p>clearly</p> <ul style="list-style-type: none"> <li>Technology, e.g. students must learn to use digital media to produce their video</li> </ul> <p>Note to presenter: Participants looking for free resources and tools on planning and implementing project based learning can be referred to the Project Based Learning module on the Y4Y website.</p>
10. Literacy Across the Day	5 min	<p><b>Explain:</b> As you have seen today, we can build literacy skills using a whole host of different strategies, ranging from short activities to projects to events. To wrap up, let's take a look at a typical afterschool/ELT/OST schedule and see where we can include literacy activities that implement the six key strategies and build skills aligned to the literacy anchor standards.</p> <p><b>Distribute <i>Literacy Everywhere</i>.</b> Review one of the examples in the handout.</p> <p><b>Activity:</b> Have participants fill in at least one to two literacy activities they will commit to doing in the next month that implement a key strategy and build a skill aligned to a literacy anchor standard.</p> <p>Have a few participants share out the activities they will do to the larger group.</p>